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| **Subject reference** | **Title** | **Credits** | **Int/Ext** | **Reading** | **Writing** |
| Accounting 3.1 | Demonstrate understanding of accounting concepts for a New Zealand reporting entity | 4 | EX | Y | N |
| Accounting 3.4 | Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity | 5 | IN | Y | Y |
| Agriculture and Horticultural Science 3.2 | Research and report on the impact of factors on the profitability of a New Zealand primary product | 6 | IN | Y | N |
| Agriculture and Horticultural Science 3.3 | Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products | 5 | EX | Y | Y |
| Agriculture and Horticultural Science 3.4 | Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s) | 4 | EX | Y | Y |
| Agricultural and Horticultural Science 3.5 | Analyse a New Zealand primary production environmental issue | 5 | EX | Y | Y |
| Art History 3.1 | Demonstrate understanding of style in art works | 4 | EX | Y | Y |
| Art History 3.2 | Examine how meanings are communicated through art works | 4 | EX | Y | Y |
| Art History 3.3 | Examine the relationship(s) between art and context | 4 | EX | Y | Y |
| Art History 3.4 | Examine the impact of media and processes on art works | 4 | IN | Y | N |
| Art History 3.5 | Construct an argument based on interpretation of research in art history | 4 | IN | Y | N |
| Art History 3.6 | Examine the different values placed on art works | 4 | IN | Y | N |
| Art History 3.7 | Examine the relationship(s) between a theory and art works | 4 | IN | Y | N |
| Art History 3.8 | Analyse texts about art | 4 | IN | Y | N |
| Art History 2.1 | Examine the effects of formal elements of art works | 4 | EX | N | Y |
| Art History 2.2 | Examine the meanings conveyed by art works | 4 | EX | N | Y |
| Art History 2.3 | Examine the influence of context(s) on art works | 4 | EX | N | Y |
| Art History 2.5 | Communicate understanding of an art history topic | 4 | IN | Y | N |
| Biology 3.2 | Integrate biological knowledge to develop an informed response to a socio-scientific issue | 3 | IN | Y | Y |
| Biology 3.3 | Demonstrate understanding of the responses of plants and animals to their external environment | 5 | EX | Y | Y |
| Biology 3.4 | Demonstrate understanding of how an animal maintains a stable internal environment | 3 | IN | Y | N |
| Biology 3.5 | Demonstrate understanding of evolutionary processes leading to speciation | 4 | EX | Y | Y |
| Biology 3.6 | Demonstrate understanding of trends in human evolution | 4 | EX | Y | Y |
| Biology 3.7 | Demonstrate understanding of human manipulations of genetic transfer and its biological implications | 3 | IN | Y | N |
| Business Studies 3.1 | Demonstrate understanding of how internal factors interact within a business that operates in a global context | 4 | EX | Y | Y |
| Business Studies 3.2 | Demonstrate understanding of strategic response to external factors by a business that operates in a global context | 4 | EX | Y | Y |
| Business Studies 3.3 | Apply business knowledge to address a complex problem(s) in a given global business context | 4 | EX | Y | Y |
| Business Studies 3.4 | Develop a marketing plan for a new or existing product | 6 | IN | Y | N |
| Business Studies 3.5 | Analyse a human resource issue affecting businesses | 3 | IN | Y | N |
| Business Studies 3.6 | Carry out, with consultation, an innovative and sustainable business activity | 9 | IN | Y | N |
| Business Studies 3.7 | Investigate the exporting potential of a New Zealand business in a market, with consultation | 3 | IN | Y | N |
| Chemistry 3.1 | Carry out an investigation in chemistry involving quantitative analysis | 4 | IN | N | Y |
| Chemistry 3.3 | Demonstrate understanding of chemical processes in the world around us | 3 | IN | Y | Y |
| Classical Studies 3.1 | Analyse ideas and values of the classical world | 4 | EX | Y | Y |
| Classical Studies 3.2 | Analyse the significance of a work(s) of art in the classical world | 4 | EX | Y | Y |
| Classical Studies 3.3 | Analyse the impact of a significant historical figure on the classical world | 6 | EX | Y | Y |
| Classical Studies 3.4 | Demonstrate understanding of significant ideology(ies) in the classical world | 6 | IN | Y | N |
| Classical Studies 3.5 | Demonstrate understanding of the lasting influences of the classical world on other cultures across time | 6 | IN | Y | N |
| Classical Studies 2.1 | Examine ideas and values of the classical world. | 4 | EX | Y | Y |
| Classical Studies 2.2 | Examine the significance of features of work(s) of art in the classical world. | 4 | EX | Y | Y |
| Classical Studies 2.3 | Demonstrate understanding of a significant event in the classical world. | 4 | IN | Y | N |
| Classical Studies 2.4 | Examine socio-political life in the classical world. | 6 | EX | Y | Y |
| Classical Studies 2.5 | Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures. | 6 | IN | Y | N |
| Dance 3.7 | Analyse a dance performance | 4 | EX | N | Y |
| Dance 3.8 | Demonstrate understanding of the development of dance in Aotearoa/New Zealand | 4 | EX | Y | Y |
| Digital Technologies 3.40 | Demonstrate understanding of complex concepts of information systems in an organisation | 4 | EX | Y | Y |
| Digital Technologies 3.44 | Demonstrate understanding of areas of computer science | 4 | EX | Y | Y |
| Digital Technologies 3.47 | Demonstrate understanding of complex concepts used in the design and construction of electronic environments | 4 | EX | N | Y |
| Digital Technologies 3.50 | Demonstrate understanding of wide area network technologies | 4 | IN | Y | N |
| Drama 3.1 | Interpret scripted text to integrate drama techniques in performance | 4 | IN | Y | N |
| Drama 3.3 | Interpret a prescribed text to demonstrate knowledge of a theatre form or period | 4 | EX | Y | Y |
| Drama 3.4 | Select and use complex performance skills associated with a drama form or period | 4 | IN | Y | N |
| Drama 3.5 | Demonstrate understanding of the work of a drama or theatre theorist or practitioner | 4 | IN | Y | N |
| Drama 3.6 | Perform a substantial acting role in a significant production | 5 | IN | Y | N |
| Drama 3.7 | Demonstrate understanding of live drama performance | 4 | EX | N | Y |
| Drama 3.8 | Script a drama suitable for live performance | 5 | IN | N | Y |
| Drama 3.9 | Direct a drama performance | 5 | IN | Y | N |
| Drama 2.1 | Apply drama techniques in a scripted context. | 4 | IN | Y | N |
| Drama 2.3 | Discuss a drama or theatre form or period with reference to a text. | 4 | EX | Y | Y |
| Drama 2.4 | Perform features of a complex drama or theatre form or period. | 4 | IN | Y | N |
| Drama 2.5 | Examine the work of a playwright. | 4 | IN | Y | N |
| Drama 2.6 | Perform a substantial acting role in a scripted production. | 5 | IN | Y | N |
| Drama 2.7 | Discuss drama elements, techniques, conventions and technologies within live performance. | 4 | EX | N | Y |
| Drama 2.8 | Script a scene suitable for drama performance | 4 | IN | N | Y |
| Drama 2.9 | Direct a scene for drama performance | 4 | IN | Y | N |
| Earth and Space Science 3.1 | Carry out an independent practical Earth and Space Science investigation | 4 | IN | Y | Y |
| Earth and Space Science 3.2 | Investigate a socio-scientific issue in an Earth and Space Science context | 4 | IN | Y | Y |
| Earth and Space Science 3.4 | Demonstrate understanding of processes in the ocean system | 4 | EX | Y | Y |
| Earth and Space Science 3.5 | Demonstrate understanding of processes in the atmosphere system | 4 | EX | Y | Y |
| Earth and Space Science 3.6 | Investigate an aspect of astronomy | 4 | IN | Y | N |
| Economics 3.1 | Demonstrate understanding of the efficiency of market equilibrium | 4 | EX | Y | Y |
| Economics 3.2 | Demonstrate understanding of the efficiency of different market structures using marginal analysis | 4 | EX | Y | Y |
| Economics 3.3 | Demonstrate understanding of micro-economic concepts | 5 | IN | Y | N |
| Economics 3.4 | Demonstrate understanding of government interventions to correct market failures | 5 | IN | Y | N |
| Economics 3.5 | Demonstrate understanding of macro-economic influences on the New Zealand economy | 6 | EX | Y | Y |
| Economics 2.1 | Analyse inflation using economic concepts and models | 4 | EX | N | Y |
| Economics 2.2 | Analyse international trade using economic concepts and models | 4 | EX | N | Y |
| Economics 2.3 | Analyse economic growth using economic concepts and models | 4 | EX | N | Y |
| Economics 2.6 | Analyse how government policies and contemporary economic issues interact | 4 | IN | Y | N |
| Economics 2.7 | Analyse a contemporary economic issue of special interest using economic concepts and models | 4 | IN | Y | N |
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| English 3.1 | Respond critically to specified aspect(s) of studied written text(s), supported by evidence | 4 | EX | Y | Y |
| English 3.2 | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence | 4 | EX | N | Y |
| English 3.3 | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence | 4 | EX | Y | Y |
| English 3.4 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | 6 | IN | N | Y |
| English 3.8 | Develop an informed understanding of literature and/or language using critical texts | 4 | IN | Y | N |
| English 2.1 | Analyse specified aspect(s) of studied written text(s), supported by evidence | 4 | EX | Y | Y |
| English 2.2 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence | 4 | EX | N | Y |
| English 2.3 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence | 4 | EX | Y | Y |
| English 2.4 | Produce a selection of crafted and controlled writing | 6 | IN | N | Y |
| English 2.8 | Use information literacy skills to form developed conclusion(s) | 4 | IN | Y | N |
| English 2.9 | Form developed personal responses to independently read texts, supported by evidence | 4 | IN | Y | N |
| English for Academic Purposes | Write a crafted text using researched material in English for an academic purpose | 5 | IN | N | Y |
| English for Academic Purposes | Read and process information in English for academic purposes | 5 | IN | Y | N |
| Generic Technology 3.10 | Undertake a critique of a technological outcome's design | 4 | IN | N | Y |
| Generic Technology 3.5 | Demonstrate understanding of how technological modelling supports technological development and implementation | 4 | EX | N | Y |
| Generic Technology 3.6 | Demonstrate understanding of material development | 4 | EX | N | Y |
| Generic Technology 3.7 | Demonstrate understanding of operational parameters in complex and highly complex technological systems | 4 | EX | N | Y |
| Generic Technology 3.8 | Demonstrate understanding of consequences, responsibilities and challenges involved in technology | 4 | IN | Y | N |
| Generic Technology 3.9 | Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted | 4 | IN | Y | N |
| Generic Technology 3.14 | Demonstrate understanding of the application of a technical area to a specific field | 4 | IN | Y | N |
| Geography 3.1 | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | 4 | EX | Y | Y |
| Geography 3.2 | Demonstrate understanding of how a cultural process shapes geographic environment(s) | 4 | EX | Y | Y |
| Geography 3.3 | Analyse a significant contemporary event from a geographic perspective | 3 | IN | Y | N |
| Geography 3.4 | Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills. | 4 | EX | Y | Y |
| Geography 3.6 | Analyse aspects of a contemporary geographic issue | 3 | IN | Y | N |
| Geography 2.1 | Demonstrate geographic understanding of a large natural environment. | 4 | EX | Y | Y |
| Geography 2.3 | Demonstrate geographic understanding of differences in development. | 4 | EX | Y | Y |
| Health 3.1 | Analyse a New Zealand health issue | 5 | IN | Y | N |
| Health 3.2 | Analyse an international health issue | 5 | EX | Y | Y |
| Health 3.3 | Evaluate health practices currently used in New Zealand | 5 | IN | Y | N |
| Health 3.4 | Analyse a contemporary ethical issue in relation to well-being | 4 | IN | Y | N |
| Health 3.5 | Evaluate models for health promotion | 5 | EX | Y | Y |
| History 3.1 | Research an historical event or place of significance to New Zealanders, using primary and secondary sources | 5 | IN | Y | N |
| History 3.2 | Analyse an historical event, or place, of significance to New Zealanders | 5 | IN | Y | N |
| History 3.3 | Analyse evidence relating to an historical event of significance to New Zealanders | 4 | EX | Y | Y |
| History 3.4 | Analyse different perspectives of a contested event of significance to New Zealanders | 5 | IN | Y | N |
| History 3.5 | Analyse the causes and consequences of a significant historical event | 6 | EX | Y | Y |
| History 3.6 | Analyse a significant historical trend and the force(s) that influenced it | 6 | EX | Y | Y |
| History 2.1 | Carry out an inquiry of an historical event or place that is of significance to New Zealanders. | 4 | IN | Y | N |
| History 2.2 | Examine an historical event, or place, of significance to New Zealanders. | 5 | IN | Y | N |
| History 2.3 | Examine sources of an historical event that is of significance to New Zealanders. | 4 | EX | Y | Y |
| History 2.4 | Interpret different perspectives of people in an historical event that is of significance to New Zealanders. | 5 | IN | Y | N |
| History 2.5 | Examine causes and consequences of a significant historical event | 5 | EX | Y | Y |
| History 2.6 | Examine how a significant historical event affected New Zealand society. | 5 | EX | Y | Y |
| Home Economics 3.1 | Investigate a nutritional issue affecting the well-being of New Zealand society | 5 | IN | Y | N |
| Home Economics 3.3 | Analyse a food related ethical dilemma for New Zealand society | 5 | IN | Y | N |
| Home Economics 3.4 | Investigate the influence of multinational food corporations on eating patterns in New Zealand | 5 | IN | Y | N |
| Home Economics 3.5 | Evaluate conflicting nutritional information relevant to well-being in New Zealand society | 4 | EX | Y | Y |
| Home Economics 3.6 | Analyse the influences of food advertising on well-being | 4 | EX | N | Y |
| Home Economics 2.2 | Analyse the relationship between well-being, food choices and determinants of health. | 4 | EX | N | Y |
| Home Economics 2.6 | Evaluate health promoting strategies designed to address a nutritional need. | 4 | EX | N | Y |
| Latin 3.4 | Analyse a Roman viewpoint | 4 | IN | Y | Y |
| Latin 3.5 | Analyse the influence of Latin text(s) on subsequent culture(s) | 3 | IN | Y | Y |
| Mathematics and Statistics 3.12 | Evaluate statistically based reports | 4 | EX | N | Y |
| Mathematics and Statistics 2.11 | Evaluate a statistically based report | 2 | IN | Y | N |
| Media Studies 3.1 | Demonstrate understanding of an aspect of a media industry | 4 | EX | Y | Y |
| Media Studies 3.4 | Demonstrate understanding of a relationship between a media genre and society | 3 | EX | Y | Y |
| Media Studies 3.8 | Write a media text to meet the requirements of a brief | 3 | IN | N | Y |
| Media Studies 2.1 | Demonstrate understanding of the relationship between a media product and its audience | 3 | EX | Y | Y |
| Media Studies 2.4 | Demonstrate understanding of an aspect of a media genre | 4 | EX | Y | Y |
| Media Studies 2.8 | Write developed media text for a specific target audience | 3 | IN | N | Y |
| Music Studies 3.10 | Research a music topic | 6 | IN | Y | N |
| Physical Education 3.5 | Examine a current physical activity event, trend, or issue and its impact on New Zealand society. | 4 | IN | Y | N |
| Physical Education 3.8 | Examine contemporary leadership principles applied in physical activity contexts | 4 | IN | Y | N |
| Physics 3.7 | Use physics knowledge to develop an informed response to a socio-scientific issue | 3 | IN | Y | N |
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| Social Studies 3.1 | Demonstrate understanding of ideological responses to an issue(s) | 4 | EX | Y | Y |
| Social Studies 3.2 | Conduct a critical social inquiry | 6 | IN | Y | N |
| Social Studies 3.3 | Demonstrate understanding of how ideologies shape society | 4 | EX | Y | Y |
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|  | Scholarship if achieved in 2004 |  |  | Y | Y |
| Te Reo Māori 2.6 | Pānui kia mōhio ki te reo o te ao torotoro | 6 | EX | Y |  |
| Te Reo Rangatira 2.3 | Pānui i te reo tawhito | 3 | EX | Y |  |
| Te Reo Rangatira 2.8 | Pānui i te reo hōu | 3 | EX | Y |  |
| Reo Māori | Pānui i ngā tuhinga kōrero mō tētahi atu | 6 |  | Y |  |
| Reo Māori | Pānui rarangi tuhinga mo nga take o te wa | 5 |  | Y |  |
| Te Reo Māori 3.3 | Pānui kia whai māramatanga i te reo o te ao whānui | 3 |  | Y |  |
| Te Reo Māori 3.6 | Pānui kia wetewete i te reo o te ao whānui | 3 |  | Y |  |
| Te Reo Rangatira 3.3 | Pānui i te tuhinga roa | 3 |  | Y |  |
| Te Reo Rangatira 3.8 | Pānui i ngā tuhinga popoto | 3 |  | Y |  |
| Reo Māori | Pānui i ngā pūrongo kōrero mō te tangata me tōna taiao | 7 |  | Y |  |
| Reo Māori | Tatari haere i nga kupu tauhou o tetahi tuhinga | 7 |  | Y |  |
| Reo Māori | Pānui i ngā whakapuakinga kōrero o ia rā, o ia rā | 10 |  | Y |  |
| Reo Māori | Panui i nga tuhituhi ahakoa te kaupapa | 9 |  | Y |  |
| Te Reo Rangatira 2.4 | Whakaputa i te tuhinga | 4 |  |  | Y |
| Te Reo Rangatira 2.9 | Titotito i te kōrero whakangahau | 3 |  |  | Y |
|  | Tuhi i te reo o te ao torotoro | 6 |  |  | Y |
|  | Waihanga tuhinga auaha, i te reo o te ao torotoro | 6 |  |  | Y |
| Reo Māori | Tuhituhi kōrero mōna ake me ana mahi | 6 |  |  | Y |
| Reo Māori | Tito kōrero poto mo nga take mai i nga kōrero | 5 |  |  | Y |
| Te Reo Māori 3.4 | Whakaoti tuhituhi ōkawa i te reo o te ao whānui | 4 |  |  | Y |
|  | Hanga tuhinga auaha i te reo o te ao whānui | 4 |  |  | Y |
| Te Reo Rangatira 3.4 | Whakaputa i te tuhinga roa | 3 |  |  | Y |
| Te Reo Rangatira 3.9 | Tuhituhi whakaaro e hāngai ana ki te kaupapa | 3 |  |  | Y |
| Reo Māori | Tuhituhi kōrero mō tētahi tangata me tōna taiao | 7 |  |  | Y |
| Reo Māori | Tuhi kōrero kia hāngai ki tetahi kaupapa | 7 |  |  | Y |
| Reo Māori | Tuhituhi kōrero mō tōna ao o ia rā, o ia rā | 10 |  |  | Y |
| Reo Māori | Tuhi i nga momo kōrero whai kiko | 9 |  |  | Y |
| Te Reo Māori 2.3 | Pānui kia mōhio ki te reo o te ao torotoro | 6 |  | Y |  |
| Te Reo Māori 2.4 | Tuhi i te reo o te ao torotoro | 6 |  |  | Y |
| Te Reo Māori 2.5 | Waihanga tuhinga i te reo o te ao torotoro | 6 |  |  | Y |
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